

LEPG Session 1: Expectations and Goal- Setting

Welcome and Introductions

Outcomes



By the end of the day, you should...

- Understand the overall process of the Model LEPG Program.
- Become familiar with the Core Propositions, Standard Indicators, and performance levels in the LEPG Rubric.
- Know how to use the LEPG Rubric to complete a self-reflection and self-evaluation as part of the goal-setting process.
- Be able to set SMART professional practice goals.

LEPG Sessions Overview



- Session 1. Expectations and Goal-Setting (Today)
- Session 2. Evidence, Feedback, and Growth (December 2014)
- Session 3. Reflection, Rating, and Planning (March 2015)
- Session 4. Summative Scoring and Feedback (May 2015)

Today's Purpose



- **Explore What's New.** Introduce the refined Model LEPG Program.
- **Build on Foundations.** Build on the strong foundation of knowledge and experience and deepen familiarity with the refined LEPG Rubric.
- **Apply Skills.** Ensure every participant in the Model LEPG Program understands how to apply those foundational skills and knowledge.
- **Share Ideas.** Surface and address challenges in evaluating leaders by sharing the knowledge and expertise already “in the room.”

Agenda



- **Activity #1: What's New**
- **Activity #2: Exploring the LEPG Rubric**

Lunch

- **Activity #3: Professional Growth Plan**
- **Wrap-Up and Next Steps**

Revisions and Refinement

LEPG Workgroup Process



- Representatives from each MSFE district gathered in Maine in July 2014 to collect feedback
- AIR took this feedback and proposed:
 - Refinements to the LEPG Rubric, Guide, and associated forms
 - Suggested areas for additional LEPG training in Y3
- Workgroup members and Maine DOE reviewed refined Model LEPG Program materials

What's New in the Model LEPG Program?



Feedback: “There is too much redundancy in the Core Propositions and Standard Indicators”

The LEPG Rubric

Changes:

- Streamlined and simplified Core Propositions and Standard Indicators
- Strengthened distinctions across performance levels
- Improved rigor and measurement properties of the rubric
- Aligned and updated the Instructional Feedback Observation Protocol and Toolkit to match new CPs/SIs

Refined Core Propositions and Standard Indicators



Core Proposition	Standard Indicators
Core Proposition 1. Vision, Mission, and Advocacy	1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.
	1.2 Stakeholder Communication and Engagement: The leader communicates internally and externally with stakeholders and the community to advance the organization's vision and mission.
	1.3 Community Support: The leader leverages community resources to implement and revitalize the school's mission.

See Handout 2. LEPG
Rubric Placemat

Refined Core Propositions and Standard Indicators



Core Proposition	Standard Indicators
Core Proposition 2. Strategic Leadership for Results	2.1 Organizational Capacity: The leader builds organizational capacity by developing leadership competency in others.
	2.2 Strategic Management Systems: The leader designs, develops, and implements strategic management systems, monitoring systems for effectiveness and efficiency through a continuous improvement process.
Core Proposition 3. Supports for Learning	3.1 Support for Students: The leader develops a system to support all students socially, emotionally, and intellectually.

Refined Core Propositions and Standard Indicators



Core Proposition	Standard Indicators
Core Proposition 4. Teaching and Learning	4.1 Instructional Focus: The leader ensures teaching and learning are the primary focus of the organization.
	4.2 Curriculum, Instruction, and Assessment: The leader directs the implementation of a rigorous and relevant system of curriculum, instruction, and assessment.
	4.3 Supporting Instructional Practice: The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.

Refined Core Propositions and Standard Indicators



Core Proposition	Standard Indicators
Core Proposition 5. Culture	5.1 Relationship Building: The leader builds authentic, productive relationships with and among students, staff, parents/caregivers, and the community in the interest of student learning.
	5.2 Respect for Diverse Cultures: The leader honors the culture of students, adults, and the larger community, demonstrating respect for diversity and ensuring equity.
	5.3 Safe Environment: The leader creates and maintains a physically, emotionally, and intellectually safe environment that promotes effective adult practice and student learning.

Refined Core Propositions and Standard Indicators



Core Proposition	Standard Indicators
Core Proposition 6. Ensuring Professionalism	6.1 Rational and Transparent Decision-Making: Provides a firm rationale for decision making, considering the needs of the school community.
	6.2 Professional Conduct: The leader models and establishes a culture in which a high degree of professionalism is practiced by all stakeholders.
Core Proposition 7. Reflection and Growth	7.1 Self-Reflection and Continuous Improvement: The leader reflects on personal and professional strengths and areas for development, and adjusts practice for continuous improvement

What's New in the Model LEPG Program?



Supporting Materials

Changes:

- Overhauled the Guide to be sure that terminology, process, and types of evidence are aligned with current system design
- Consolidated from 8 forms to 2 better aligned forms: the ***LEPG Conference Form*** and the ***Artifact Review Form***

Feedback: “Clarity of the Guide could be improved.”

Feedback: “Too many forms and processes; Professional Growth Plan alignment unclear.”

What's New in the Model LEPG Program?



School Climate

Changes:

- HCMS School Climate Subgroup will consider these issues and report back

Feedback: "Issues with school climate survey data."

What's New in the Model LEPG Program?



Feedback: “Lack of clarity for SLO Quality Review process.”

SLO Quality Review

Changes:

- **Additional Training.** Planned for additional training in SLO Quality Review process
- **District Review.** District will convene a panel to review a randomly selected sample of 30 percent of all SLOs within the school. A leader's numerical score on this practice component will be the average score of schoolwide SLO quality.

What's New in the Model LEPG Program?



Sources of Evidence

Professional Practice		Performance Outcomes		
Evidence of Professional Practice	Evidence of Professional Growth	Evidence of School Conditions	Evidence of School Growth	Evidence of Learner Growth
<ul style="list-style-type: none"> ★ Observation form(s)² ★ 360-degree survey results² <ul style="list-style-type: none"> ▪ Artifacts (related to practice) ▪ SLO quality review form(s) 	<ul style="list-style-type: none"> ★ Professional development plan (PDP) review² <ul style="list-style-type: none"> ▪ Artifacts (related to professional growth and professional development) 	<ul style="list-style-type: none"> ▪ School climate survey data 	<ul style="list-style-type: none"> ▪ School improvement plan and artifacts related to progress against school goals 	<ul style="list-style-type: none"> ▪ School-level attainment of SLOs ▪ Other learner growth measures

- ★ New! includes **peer review**: you select one type of peer review: 1) peer review of a leader's implementation of an observation protocol, 2) adding peers as raters on the leadership 360-degree survey, or 3) peer review of the PDP.

The overview of measures is located in the Guide on pp. 16-20

Instructional Feedback Observation

Updated Toolkit and Protocol

- Ensures alignment to refined LEPG Rubric
- Clearer, simplified observation rubric language and scoring procedure
- Five indicators instead of six indicators:



LEPG Rubric Alignment



When **combined with other evidence**, observation results will assist supervisors to evaluate leader effectiveness on **Core Proposition 4. Teaching and Learning**, specifically:





- **Standard Indicator 4.3** Supporting Instructional Practice:
The leader supports improvement of teacher practice through evidence-based, actionable feedback and access to quality professional development.

Recommended Three Step Scoring Process for Standard Indicator 4.3



- **Step 1.** Average the two final observation scores to create a single, final observation score.
- **Step 2.** Use Table 4. LEPG Scoring Alignment, to select an initial, preliminary score for Standard Indicator 4.3.

Table 4. Suggested LEPG Scoring Alignment

Final Observation Score	0 or 1 	1.5 or 2 	2.5 or 3 	3.5 or 4 
Preliminary LEPG Score for 4.3	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)

- **Step 3.** Analyze other applicable evidence (e.g., 360 survey or artifacts) and adjust preliminary score to reflect this evidence.

Getting Re-acquainted with the Toolkit



- In your district teams: Take 5-7 minutes, and read through the *Instructional Feedback Toolkit*, pp. 3-6.
- Identify any questions or clarification needed.

Building Your Calendar

Who, What, and When

Use Handout 3 and work with your table to develop:

1. District Evaluation Calendar
2. Roles and Responsibilities Chart



Exploring the LEPG Rubric

LEPG Rubric Overview



LEPG Core Propositions and ISLLC Standards Alignment

Chart 1. Alignment Between the LEPG Core Propositions and ISLLC Standards

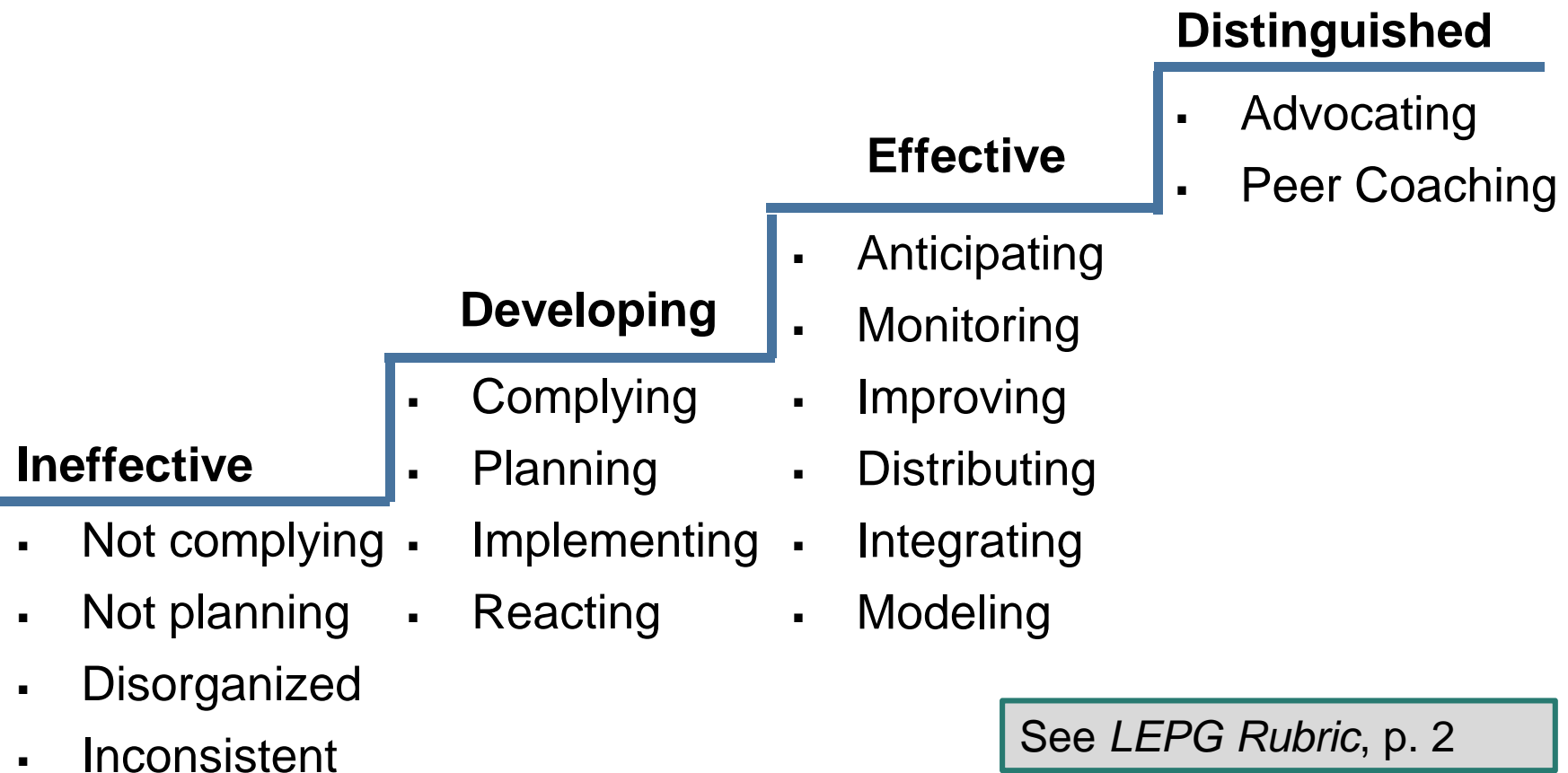
LEPG Core Proposition	ISLLC Standards					
	1. Setting a shared vision for learning	2. Developing a school culture and instructional programs	3. Ensuring effective management of the organization	4. Collaborating with faculty and community	5. Acting with integrity and fairness and in an ethical manner	6. Understanding, responding to, and influencing cultural contexts
Vision, Mission, and Advocacy	X			X		X
Strategic Leadership for Results			X			
Supports for Learning		X				
Teaching and Learning		X				
Culture		X		X		X
Ensuring Professionalism					X	
Reflection and Growth					X	

See *LEPG Rubric*, p. 1

LEPG Rubric Overview



Performance Levels



LEPG Rubric Overview

Core Proposition 1. Vision, Mission, and Advocacy

Standard Indicator	1.1 Shared Vision and Mission: The leader advances the district vision for student learning and adult instructional practice through development of an aligned school mission.			
Performance Level Descriptors	Ineffective (1)	Developing (2)	Effective (3)	Distinguished (4)
Sources of Evidence	<ul style="list-style-type: none"> Leader does not articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader implements programs and initiatives that lack coherence and are inconsistently aligned to the school mission. Leader does not monitor progress toward achieving the school mission. 	<ul style="list-style-type: none"> Leader articulates a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader implements programs and initiatives aligned to the school mission. Leader establishes or maintains a system for monitoring progress toward achieving the school mission through regular reflection on data. 	<ul style="list-style-type: none"> Leader collaborates with others to articulate a school mission that is aligned with the district vision of student learning and adult instructional practice, as indicated in the school's improvement plan. Leader successfully establishes a school that explicitly reflects the district and school mission at the classroom and building level. Leader monitors progress toward achieving the school mission through regular, public reflection on data, and makes adjustments as needed. 	Leader demonstrates all of the behaviors listed at the effective level and also does the following: <ul style="list-style-type: none"> Leader successfully leverages the support of all stakeholders, in achieving the district vision of student learning and adult instructional practice. Leader coaches peers on program coherence and alignment. Leader adjusts the monitoring system as needed to maintain a robust, refined, and public process of assessing progress toward achieving the school mission.
Sources of Evidence and Ratings Worksheet: Use the space below to indicate notes on the leader's performance on this Standard Indicator for each type of evidence, under the appropriate level.				
Artifact review				
360-degree survey				
Rating for this Standard Indicator:				
Rating				

LEPG Rubric Jigsaw



Step 1. Each table will review the entire rubric. Using *Handout 2*, assign each Core Proposition (CP) and the related Standard Indicators (SIs) to one person at your table.

Step 2. Using *Handout 4*, read through the CP and SIs to which you are assigned (individually or in pairs). Note keywords by underlining or highlighting.

- In the table, answer the following questions about your SI.
 1. What is critical to know about this SI?
 2. What are the performance differentiators?
 3. How and when might evidence about the SI be collected?

LEPG Rubric Jigsaw



Step 3. Present the Core Proposition/Standard Indicators to your group. Be prepared to answer their questions and take notes on your group's comments about your Core Proposition/Standard Indicators

Step 4. Core Proposition Discussion: Gallery Walk

- Meet with other people who were assigned your Core Proposition/Standard Indicators.
- Complete the Chart Paper:
 - What differences did you have?
 - What needs further explanation?
 - What are common ways you found evidence about the practice that could be collected?

Debrief



- Does the rubric address Maine leader practices?
- What “a-has” did you have during the small group session?
- What questions still need to be discussed and clarified?
- What additional support do you need in order to effectively use this rubric?

Future Resource



MSFE will be collaborating with AIR to develop a *LEPG Companion Guide*, modeled on the TEPG Companion Guide, which will include:

- In-depth explanations and rationale's for each CP/SI.
- Concrete examples of practice at each level of performance for each SI.
- Professional learning connections and suggestions for each level of performance for each SI.

Lunch

Lunch Discussion



Before reconvening for Session 2 today, discuss the following with your district team:

Reflecting back on leader observations last year:

- What went well?
- What were your biggest challenges?
- What additional resources or training activities might help the most?

Be prepared to share out.

Professional Development Plan

Preparing for the Beginning-of-Year Conference



Self-Reflection and Self-Evaluation



**Goal-setting for Practice Improvement and
Creating a Professional Development Plan**



Peer Review Selection



Goal-Setting for School and Learner Growth

Self-Reflection and Self-Evaluation



Leader's Beginning-of-the-Year Self-Reflection and Self-Evaluation

Professional Practice		Evidence Evaluated	Self LEPG Rating
<i>Strengths</i>	<i>Areas for improvement</i>	<i>Summarize evidence below</i>	<i>Circle rating for each category.</i>
			Overall rating reflecting performance on Core Propositions 1–6 of the MSFE LEPG Rubric Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4
Professional Growth		Evidence Evaluated	Self LEPG Rating
<i>Strengths</i>	<i>Areas for improvement</i>	<i>Summarize evidence below</i>	<i>Circle rating for each category.</i>
			Overall rating reflecting performance on Core Proposition 9 of the MSFE LEPG Rubric Ineffective = 1 Developing = 2 Effective = 3 Distinguished = 4

Self-Reflection and Self-Evaluation



What You Need

- LEPG Rubric
- LEPG Conference Form: Beginning-of-the-Year Conference, pp. 3-5
- Evidence of your practice, such as:
 - Previous year's evaluation results
 - Summary of previous year's Leadership 360 Survey
 - School-level percentage of students who meet SLO targets
 - Observation data from instructional feedback protocol

When to Complete

- Leaders submit completed form to their evaluator prior to beginning-of-the-year conference

Preparing for the Beginning-of-Year Conference



Self-Reflection and Self-Evaluation



**Goal-setting for Practice Improvement and
Creating a Professional Development Plan**



Peer Review Selection



Goal-Setting for School and Learner Growth

Goal-Setting for Practice Improvement



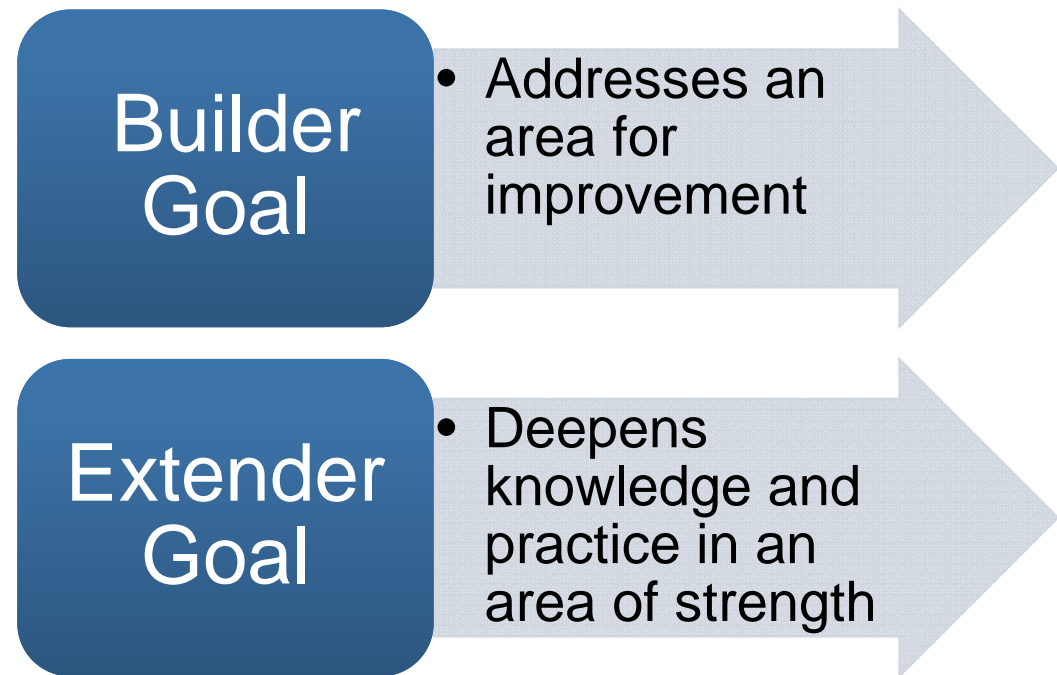
Individualized Growth Plan:

- One builder goal
- One extender goal

Monitored Growth Plan

- Two builder goals

Types of Practice Goals



Professional Practice Goals and Professional Development Plan



Professional Practice Goals		Professional Development Plan and Progress Across School Year		
<i>(SMART: Specific, Measurable, Achievable, Relevant, Time-Bound)</i>	<i>(Note alignment to district and school priorities, or Core Propositions 1–6)</i>	<i>(What will the leader do? AND What evidence will the leader collect to show goal has been met?)</i>	<i>(Leader should describe what has been done, and note any evidence collected that demonstrates progress against goal)</i>	<i>(Leader should describe what has been done, and note any evidence collected that demonstrates progress against goal)</i>
Builder Goal	Alignment	Implementation Strategies and Evidence of Progress	Progress at Midcourse Conference	Progress at Summative Conference

Peer Review Selection

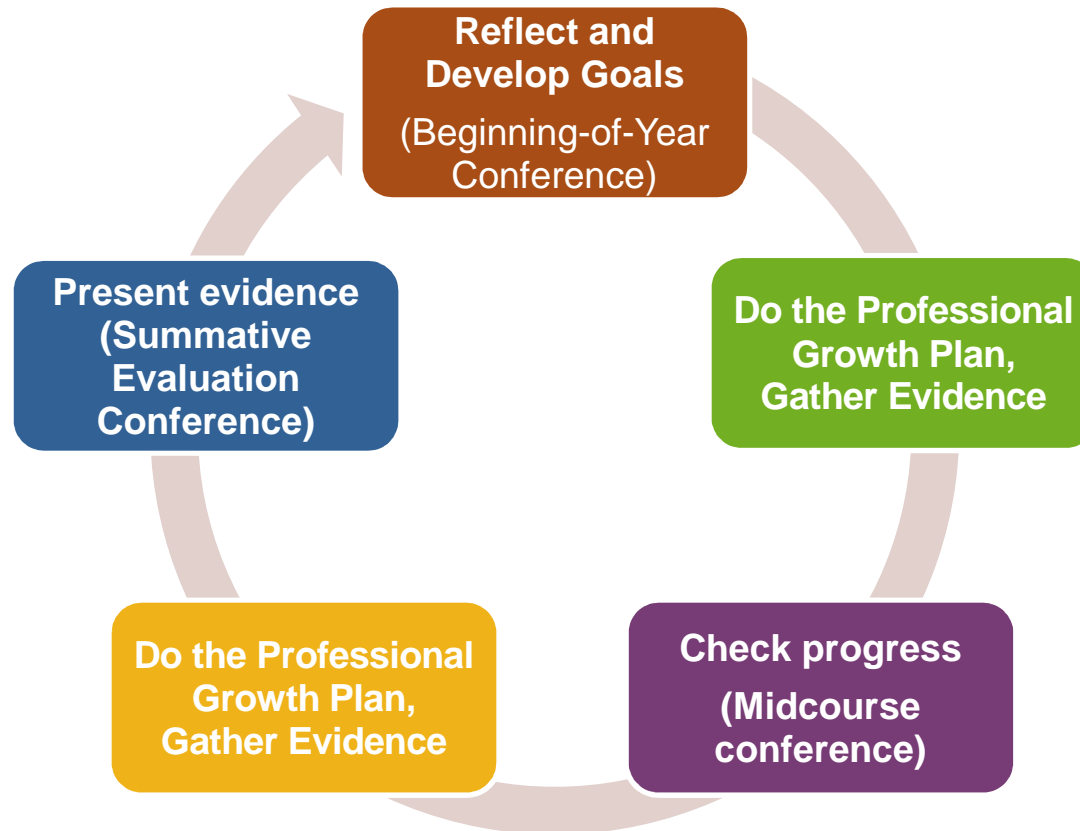


Peer Review

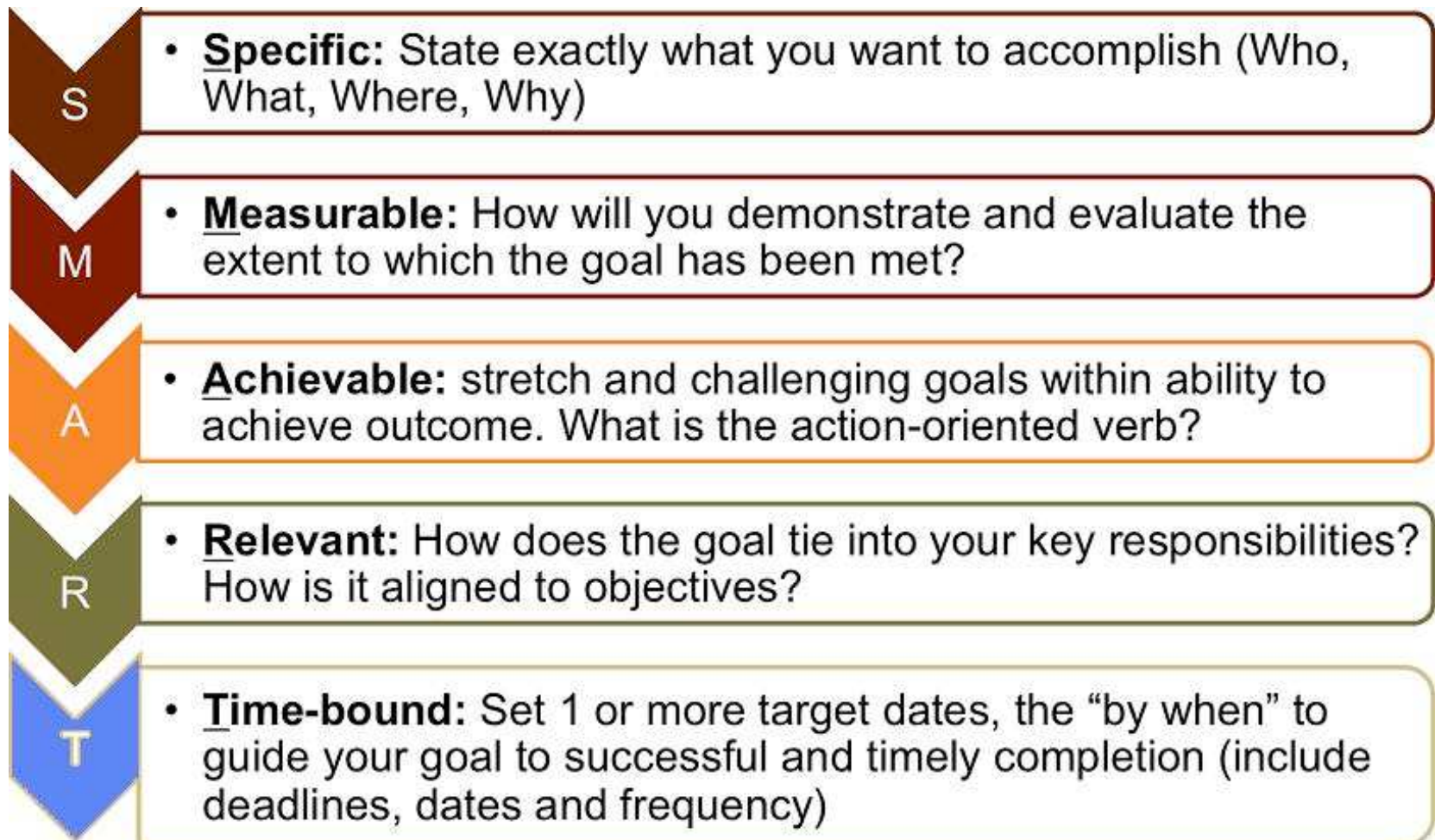
In the following space, the leader should note how he or she plans to incorporate peer review into the LEPG process. The evaluator should review and approve this plan before signing the "beginning of the year" signatures of agreement.

- | | |
|--|---|
| <input type="checkbox"/> Peer review of professional development plan | <input type="checkbox"/> Peer review of leader implementation of observation protocol |
| <input type="checkbox"/> Inclusion of peers as raters in leadership 360 survey | <input type="checkbox"/> Other (describe) _____ |

Goal-Setting and Professional Growth Planning in the 4-Step Cycle



SMART Goals



See Handout 5 for more detailed criteria

Is It a SMART Goal?



Goal A. *I will help my leadership team take more ownership of the schools' priorities.*

Goal B. *I will improve at distributing leadership by including a "who's responsible chart" on all leadership team meeting agenda and follow up notes in order to ensure that I am not the only one responsible for next steps.*

How SMART are They?



- A. I will reduce the number of discipline referrals by 20% each month during the 2014-15 School Year.
- B. I need to increase my cultural competency in order to effectively improve my school climate.
- C. I will effectively communicate building and district vision and goals with all stakeholders.
- D. I will increase knowledge around the CCSS implementation, so that I can support teachers in implementing the standards.

Activity: Reflection with a Peer



- Use the following documents:
 - Handout 5: SMART Goals
 - LEPG Conference Form: Beginning-of-the-Year Conference, pp. 3-5
 - Evidence you brought to draft your self-reflection and self-evaluation.
- Draft your SMART goals.
- After you finish drafting, exchange your reflection with a peer, review, and provide each other feedback using Handout 5.

Activity: Drafting Your Goals



- Use Handout 5 and begin drafting one of your practice goals.
- You will need:
 - The LEPG Rubric
 - LEPG Conference Form, pp. 6-8
 - *Guide*, pp. 7-8
 - SMART Goal Handout
- What you'll need to ask:
 - How will leader learning be increased?
 - What opportunities are available for the leader to increase professional knowledge and expertise?
 - Is the goal actionable by the leader?

Debrief



Group Share Out

- How SMART are the goals?
- What adaptations would you make?

Wrap Up and Next Steps

Reflection



LEPG Implementation

- What is the your biggest challenge or concern about implementing LEPG this year?
- What additional supports do you need?

LEPG Training

- What worked well today?
- What needs to be different for next time?

Next Steps



- Future Trainings
- Support